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ABSTRACT

Project Connect was developed in Illinois to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations). Making these connections enables individuals to learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. The project developed and field tested 15 competency-based learning guides that focus on these three types of life responsibilities. This general guide explains the goals of Project Connect and the rationale for the guides and provides information on the following: (1) using facilitators; (2) types of participants that can be served and the settings where they can be found; (3) an overview of the learning guides and an explanation of the parts of each guide; (4) facilitator tips for using the guides; (5) instructional planning, including a flowchart that identifies each competency and learner outcome in a packet and a matrix of topics used in the learning guides; (6) characteristics of the learner population with teaching suggestions; (7) strategies and implications for facilitators; (8) a selected bibliography listing 19 references; and (9) the vision statement, mission statement, and Illinois goals for world-class education for the 21st century (repeated in each learning guide). (KC)

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ED 388 809

Project Connect
General Guide

Consumer and Homemaking Education for Adults

U.S. DEPARTMENT OF EDUCATION
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PROJECT CONNECT

Linking Self–Family–Work

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This Learning Guide was developed for the PROJECT CONNECT program under contract from Flora Community School District, Mary Beth Stine, Director. The CONNECT program is funded 100% by the Illinois State Board of Education through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Learning Guides were written and field tested at Southern Illinois University, Carbondale, Illinois 62901 under the direction of Phyllis Bubnas and John S. Washburn.

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PROJECT CONNECT

GENERAL GUIDE

Consumer and Homemaking
Education for Adults

Illinois State Board of Education
Department of Adult, Vocational and Technical Education

#WOCO945

Carl D. Perkins Vocational and
Applied Technology Education Act of 1990

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FOREWORD

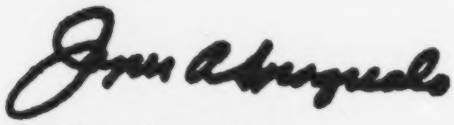
Project Connect Learning Guides are to be used for competency-based Home Economics instruction as identified in Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Act of 1990, Title III, Part B–Consumer and Homemaking Education. The competencies, outcomes/evaluations, key ideas, strategies/methods, and suggested activities found in these guides have been designed to interest adult learners and youth who are not enrolled in a secondary education facility. Project Connect has been funded through a grant to provide Consumer and Homemaking instruction in economically depressed areas of the state. The learning guides were field-tested in Project Connect classrooms by instructors qualified in Home Economics education.

These learning guides provide subject matter instruction for each of the areas identified in the Consumer and Homemaking Program of Instruction and apply learning to everyday situations. Through this instruction, students have the opportunity to make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. *Project Connect Learning Guides* also identify academic content so that students can strengthen those skills while learning new skills to succeed in the home, workplace, and community.

World-Class Education for the 21st Century: The Challenge and the Vision is found on the back inside cover of each guide. The vision of the Illinois State Board of Education applies to students of all ages because the education of all the citizens of Illinois affects the education of the young. *Project Connect Learning Guides* are designed to help adult Consumer and Homemaking programs carry out this vision.

We wish to thank those who participated in the development of the pilot sites and the field-testing of the learning guides for giving of their time, talent, and creativity.

Appreciation is also extended to the Project Connect staff who have produced a comprehensive curriculum product that addresses all the areas of the Consumer and Homemaking Program of Instruction for this nontraditional population.



Joseph A. Spagnolo
State Superintendent of Education
Illinois State Board of Education

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Appreciation is given to the following sites in Illinois who either field tested or taught Project Connect materials during the duration of this project from 1990 through 1994:

Aurora East School District, Aurora
Black Hawk College, Moline
Carl Sandburg College, Galesburg
Delabar Vocational Education System, Galesburg
Evaluation and Development Center/Southern Illinois University, Carbondale
Flora High School, Flora
Illinois Youth Center, Harrisburg
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Kaskaskia College, Centralia
Lake County Area Vocational System, Grayslake
Lawrence Adult Education Center, Springfield
Mattoon Area Adult Education Center, Mattoon
Olney Central College, Olney
Peoria JTPA Youth Program, Peoria
Peoria School District 150, Peoria
Regional Superintendent of Schools, Ullin
Shawnee Community College, Ullin
Southeastern Illinois College, Harrisburg

Special thanks is also given to the Project Connect Coordinators Committee who served during the duration of the project:

Mary Beth Stine
Susan P. Burge
Phyllis Bubnas
Brenda Ferguson
Bessie Hackett
Mary Lou Hubbard
Mary Jo Oldham
Carol McGee
Vicky Turl
John S. Washburn
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Personal and family life does have an impact on job performance. Project Connect, a competency-based Consumer and Homemaking Education Program, focuses on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Development of participant competencies essential for success in all three facets, individually and collectively, is the focus of Project Connect.

The Project has been developed in response to legislation to assist individuals in economically depressed areas of Illinois who need support to improve home environments and the quality of family life. This support then facilitates their ability to access employment preparation programs and obtain and maintain employment.

Many social and economic ills have an impact on the workplace such as lack of basic skills, drug use, low productivity, and unemployment. These are recognized as issues needing to be resolved if the United States is to be competitive in a global market.

Also, women, minorities, and immigrants have been projected as the primary source for new workers for the next decade. These groups may be unprepared for work, unprepared for managing their personal and family resources (including financial resources), and unprepared for parenting.

Approximately one out of every ten Illinoisans receives public assistance. In addition, about one out of every ten Illinois' citizens receives food stamps. The American Society of Training Development and the U.S. Department of Labor in their recent report, *Workplace Basics: The Essential Skills Employers Want*, describe those who traditionally live in the economically depressed areas as being "outside the economic mainstream, struggling to get in".

Recent concerns expressed by employers suggest that the first wave of the educational reform movement of the mid-1980s did not offer adequate solutions to address the problems of workers who are inadequately prepared academically, vocationally, attitudinally, and socially to be productive and competitive in the global market.

Not surprising to home economists, the declining home and family structure affects everyone but may especially impact the economically disadvantaged. Employers are concerned about multi-generational dependence on public assistance roles. "Pinned at the bottom of the economic heap," these people lack the skills necessary to acquire a job, as well as skills necessary to manage personal and family responsibilities. Educational programs can help connect the dual roles of personal and family life with the world of work.

Project Connect is designed to "connect" personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of Illinois (including transitional ex-offenders and corrections populations). The goal of the project is for individuals to effectively manage and balance the interrelationships and resources of personal, family, and job responsibilities and to prepare for or continue successful employment.

Development of the Guides

A research and development team at Southern Illinois University developed fifteen competency-based learning guides which focus on the connections among personal, family, and job responsibilities. The topic areas chosen for the learning guides were specified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title III, Part B:

1. Strengthening Parenting Skills: Infants, Toddlers, and Preschool
2. Strengthening Parenting Skills: School-Age Children
3. Strengthening Parenting Skills: Teenagers
4. Preventing Teen Pregnancy
5. Balancing Work and Family

6. Making Consumer Choices
7. Managing Individual and Family Resources
8. Improving Individual, Child, and Family Nutrition, Health and Wellness
9. Managing Home and Work Responsibilities
10. Improving Responses to Individual and Family Crises
11. Assisting At-Risk Populations
12. Understanding the Impact of New Technology on Life and Work
13. Applying Consumer and Homemaking Skills to Jobs and Careers
14. Conserving Limited Resources
15. Assisting the Elderly and Individuals with Disabilities

Existing materials that identified competencies necessary for effectively managing personal, family, and job responsibilities were collected and reviewed. Individuals familiar with the needs of people in economically depressed areas of Illinois were then asked to rank competencies needed to "connect" family and work skills. Resource materials useful in teaching individuals in economically depressed areas were collected. The expertise of 156 individuals working exclusively with special programs for disadvantaged and targeted populations were involved in establishing priorities for the competencies to be developed by the instructional materials. In addition, participants and secondary home economics teachers were asked to rank topics for instructional materials to determine the sequence of development.

A list of competencies judged for their success in connecting personal, family, and work life form the basis of the educational materials. Competencies[1] found to be most needed are addressed in self-contained, easy-to-use learning guides. (These guides are not self-instructional.) The materials, developed to help individuals manage work and family responsibilities, to improve their abilities to effectively and efficiently manage resources, and to enhance employment skills, are adaptable for group or individual settings.

Researchers reviewed current instructional materials and learning strategies available from state and out-of-state resources and programs for the topics and target areas.

During the learning guide development process, field site facilitators, individual teachers, and the Project Connect Coordinators Committee reacted to the proposed format, learning activities, and supplements.

Ten pilot sites, including secondary, postsecondary, community college, adult education, and area vocational centers, were used for field testing. Revisions of draft materials were made based on evaluative feedback from the sites. Materials were reviewed for gender and sex equity. In addition, feedback was provided related to readability, usefulness, and appropriateness.

The learning guides are produced in a two-volume set. This type of organization was chosen to facilitate the use of the guides. To place all materials in one volume would have been cumbersome. Thus, the two volumes are intended to be considered as one set of guides and organized accordingly.

[1]Competencies were listed and ranked according to need and importance. Because of constraints of space, budget, and time, only the first three to five competencies were developed in the guides.

Facilitators

The materials in the guides are designed for use by qualified facilitators, that is, those who are qualified in home economics education. The following competencies are desirable for Project Connect facilitators to have:

1. Select and develop instructional content.
2. Devise instruction in accordance with learner needs.
3. Organize the sequence of learning.
4. Relate to learners from different socioeconomic and cultural backgrounds.
5. Develop tests and criteria for measuring learner achievement of outcomes/competencies; demonstrate ability to use pre- and posttest assessment.
6. Teach lessons using a variety of methods and techniques.
7. Employ a variety of individual and group motivational techniques.
8. Demonstrate strategies for providing constructive feedback on learner performance.
9. Select and/or design instructional materials and procedures for learning activities; be prepared to individualize materials and procedures for special needs populations including disadvantaged and people with disabilities.

Participants and Settings

Project Connect can serve both adults and out-of-school populations. Participants can be recruited from the following populations and settings.

Potential Participants

- males—youth and adult
- females—youth and adult
- minorities
- single parents
- teen parents
- displaced homemakers
- Public Aid recipients
- unemployed youth
- unemployed adults
- young adults—age 20-30
- older adults—age 50 and older
- JTPA clients
- limited-English speaking
- dropouts
- varying abilities

Educational Settings

- adult education
- community college
- technical institutes
- career guidance and counseling programs
- corrections education
- literacy program
- EFE regional system

Non-Educational Settings

- women's centers
- JTPA program
- JOBS (Public Aid)
- organized labor training programs
- community-based
- public housing
- private sector training

PARTS OF THE LEARNING GUIDES

Each Project Connect learning guide includes the following: (1) a table of contents identifying guide topics; (2) general introduction and guidelines for using the material; (3) a checklist for users to see what materials or preparations are needed in advance; (4) an introduction to the guide; (5) specified competencies, learner outcomes/evaluations; (6) definitions; (7) key ideas; (8) facilitator strategies/methods; (9) suggested learner activities; and (10) instructional supplements. Materials included in the guides are designed to provide some *starting* strategies which may help learners manage work and family responsibilities, improve abilities to effectively and efficiently manage resources, and enhance employment skills.

The boxed areas that follow represent major areas found in the learning guides.

The **GENERAL GUIDELINES** section includes some brief definitions, hints for assessment of learner entry-level competence, and the key to symbols used throughout the learning guides to designate enhancement activities.

The **CHECKLIST FOR USERS** section helps aid the facilitator in determining in advance what materials or preparations are needed for each competency in the learning guide.

The **INTRODUCTION** contains general background information which can serve as an overview of the topic addressed. Information in the INTRODUCTION may or may not be referred to in other parts of the learning guides.

The **COMPETENCY STATEMENT** indicates what the learner is to do: the task, the change in learner behavior, and the learner performance anticipated. Each learning guide will typically address three to five competencies related to a topic.

The **LEARNER OUTCOMES** section identifies the specific behavior which enables the learner to show that he or she is able to perform the competency addressed. The OUTCOMES are stated to enable the facilitator to use appropriate criteria in order to *evaluate* whether the learner is able to perform the tasks identified.

The **DEFINITIONS** section of the learning guides was developed to help learners and the facilitator understand and define some of the terms that may be used in the packet. Most definitions are defined in order of use and in context of use.

The **KEY IDEAS** section of the learning guides briefly summarizes important information about the topic. Facts, research, and statistics may assist the facilitator with background information on topics included in the packet.

The **STRATEGIES/METHODS** section of the learning guides are intended for the facilitator to introduce learning experiences that are directed or stressed by the facilitator to the learner.

The **SUGGESTED ACTIVITIES** section is designed with the philosophy in mind that students retain most when they are actively involved in learning experiences.

The **SUPPLEMENTS** are included in the learning guides to supply the facilitator with suggestions, ideas, and planned activities for the learner to complete.

The **BIBLIOGRAPHY** at the back of each learning guide includes a list of all resources reviewed in preparing the specific learning guide. They are in alphabetical order.

FACILITATOR TIPS FOR USING THE GUIDES

In the **Activities** sections of the learning guides, symbols are used to designate enhancement activities:

- may relate to basic skills
- may relate decision-making and problem-solving skills
- may enrich leafner abilities and experiences
- may interrelate concepts to personal, family, and work
- may address the influence of technology on subject matter, knowledge, and work
- pre- and/or posttest assessment activities

The facilitator will also need to find out who the participants are and their background. Techniques and activities are included in the **Strategies** and **Activities** sections.

The intent of the learner outcomes is to identify what the learner is expected to do, and to judge whether the learner has performed as expected.

Other **Definitions** to explain words used in the learning guides include the following:

facilitator	-	teacher, instructor
learner	-	student, client, participant
impact	-	effect of achieving outcome
outcome	-	behavior which enables the learner to show that he/she is able to perform the competency
competency	-	task, change in behavior, or performance anticipated (what they do)
learning guide	-	self-contained, easy to use instructional packet addressing competencies essential to success in personal, family, and work life
resource	-	information useful in attaining goals

Learning guides address competencies needed to successfully connect personal, family, and job responsibilities. Learning guides are designed to be self-contained, but can be supplemented depending on the needs and resources.

Activities suggested and supplements included in the learning guides may need to be modified to meet the needs of the learner.

Learning guides are for use by a qualified facilitator and are not self-instructional packets for use by learners. The following are suggestions to help the facilitator:

1. It is recommended that the facilitator read and review the learning guide in its entirety to become familiarized with information provided.

2. The learning guides were designed in a sequential order to help in organizing the learning process. Each learning guide builds upon the competencies from the previous guide. All of the methods and strategies that the facilitator may choose to use are also designed in sequential order to aid in the learning process. One facilitator strategy may not stand alone. It may need other facilitator strategies to allow the subject to be completely understood. For example, the facilitator must explain first to learners what a resource is and what is meant by managing resources before he/she can expect the learner to comprehend or make a list of resources available.

3. The uniqueness of the learning guides is that they do not have to be used in their entirety. The facilitator has the opportunity to pick and choose methods and strategies according to subject and population identity, educational level, and appropriateness to clientele. They are intended as only suggestions for the facilitator. The facilitator may alter these according to population. For example, it might be suggested in an activity to cut out samples from a magazine. Some locations such as correctional sites would not allow the use of scissors. The facilitator is expected to be creative and suggest alternatives accordingly.

4. Included in the **Methods and Strategies** section are suggestions on the preparation of class materials needed to prepare bulletin boards, displays for the class, demonstrations, presentations, discussions, or props needed for visual observation. Other suggestions may include ideas on resource people, panels for discussion, inquiry sessions, field trips, dramatizations, and any other facilitator method of complementing the learning process.

   Note: The facilitator should always refer to the **Checklist for the User** in advance to see what materials or preparation are needed for the competency as numbered. For example, for using Competency One in a guide, the facilitator may need to duplicate several Supplements or have magazines available to learners to complete **Suggested Activities**.

When using learner activities, keep the following suggestions in mind:

1. Whenever possible, the facilitator should try to allow learners to do the planning, the talking, the constructing, the organizing, the presenting, and the evaluating.

2. The activity section is to provide the facilitator with ideas and activities for the learner to actively participate in learning experiences that would encourage completion of the outcome statements to the competency.

3. The activities are planned for the learner to increase his/her knowledge of subjects. Academic, problem-solving, creative thinking, self-awareness, and discussion skills are only a few of the suggested techniques with which the learners may be involved. Other examples are debates, handouts, role-playing, brainstorming, and interviews.

4. The facilitator may refer to the **General Guidelines** to identify keys or codes which identify the type of enhancement activity that is suggested in the **Activity** section of the packet. For example: ◘ would mean the activity relates to basic skills, giving particular attention to language arts or mathematics.

Extensive research was conducted to find the best available supplements to complement the competencies and ideas of each learning guide. Supplements included in each learning guide may be used as handouts, overheads, discussion topics, or written activities for the learner. It is recommended that the facilitator pick and choose only those supplements that will complement and enhance the learning experiences of the particular group of learners.

The two documents that follow may be useful to facilitators for planning and giving an overview of the learning guide content. The first is a Flow Chart which identifies each competency and learner outcome in a packet (pages 13 to 27) and the second is a matrix of topics used in the learning guides (pages 28 to 31).

DOCUMENT ONE
PROJECT CONNECT LEARNING GUIDE FLOW CHART

LEARNING GUIDE 1
STRENGTHENING PARENTING SKILLS - INFANT, TODDLERS, AND PRESCHOOL

1 - Explain the Nurturing Roles and Responsibilities of Parents.	2 - Determine Expectations in the Physical, Mental (Intellectual), Emotional, and Social Development of Infants, Toddlers, and Preschoolers.	3 - Describe Ways to Foster an Infant's, Toddler's, and Preschooler's Social, Emotional, Motor, Intellectual, and Language Development.	4 - Identify Procedures and Precautions in Providing a Safe, Healthful, Comfortable Environment for Infants, Toddlers, and Preschoolers.
a. Given a series of pictures, indicate the roles being performed by the figure. (examples: empathy, teaching, discipline, love, acceptance).	a. Using charts provided, identify where his or her child is developmentally.	a. Develop an understanding of the importance of responding to children and providing tactile, visual, and verbal stimulation as central to good parenting.	a. Demonstrate ways to eliminate hazards—that is, accidents associated with toys, home, and areas outside the home.
b. Using profiles, differentiate between responsible and irresponsible characteristics in parenting.	b. Using chart provided, identify expectations for a child at different ages and stages.	b. Determine appropriate skills and actions for children to learn at given stages of development.	b. Identify dangerous objects and situations which may need to be childproofed.
c. Given a list of children's needs, describe ways to provide or meet those needs.	c. Give examples of how preschoolers communicate, how they behave, and how parents respond.	c. Using pictures or objects, learner will identify which are appropriate examples for encouraging development in social, emotional, motor, intellectual, and language categories.	c. Given a variety of potentially dangerous situations, determine proper courses of action. d. List good health practices adults can model for children in terms of nutrition, rest, cleanliness, and exercise.

LEARNING GUIDE 2
STRENGTHENING PARENTING SKILLS - SCHOOL-AGE CHILDREN

1 - Explain the Nurturing Roles and Responsibilities of Parents.	2 - Determine Expectations in the Physical, Mental, Emotional, and Social Development of School-Age Children.	3 - Describe Ways to Foster a School-Age Child's Social, Emotional, Motor, Intellectual, and Language Development.	4 - Demonstrate Positive Techniques of Relating to School-Age Children and Guiding Their Behavior.
a. Given a series of pictures, indicate the roles being performed by the parenting figure. (Examples: empathy, teaching, discipline, love, acceptance.)	a. Using chart provided, identify where a child is developmentally.	a. Using a checklist, develop awareness of his or her current fostering activities.	a. Given examples, distinguish between discipline and punishment and the effects of each.
b. Using profiles, differentiate between responsible and irresponsible characteristics of parenting.	b. Using chart provided, determine what to expect of a child at different ages and stages of development (sequentially and developmentally).	b. Determine appropriate skills and behaviors for school-age children to learn at given stages of development.	b. Using case studies and situations, identify appropriate responses for behavior.
c. Given a list of school-age children's needs, describe ways to provide or meet those needs.	c. Given pictures, identify children at various ages and stages of development.	c. List general ways children can be helped to meet their developmental needs. d. Using guidelines provided, give examples of activities that can help school-age children develop in social, emotional, motor, intellectual, and language development.	c. Given situations and format, give examples of how to set and enforce limits in guiding children's behavior.

LEARNING GUIDE 3
STRENGTHENING PARENTING SKILLS - TEENAGERS

1 - Determine Expectations in the Physical, Mental, Emotional, and Social Development of Adolescents.	2 - Describe Ways to Assist Adolescents in Their Development.	3 - Identify Differences in Family Situations Which Affect Parenting.	4 - Identify Appropriate Methods of Coping with Stress.	5 - Investigate Supportive Services Available to Parents.
a. By giving examples, recognize the transition from childhood dependence to adult independence as one of the most important tasks for adolescents.	a. List ways that a parent can help to build an adolescent's self-esteem.	a. Define family.	a. Using chart provided, identify various symptoms and illnesses that can be caused by stress.	a. Become familiar with agencies/ resources that help parents with adolescent problems.
b. Identify various behavior characteristics associated with the period of adolescence.	b. Recognize some of the temptations and problems facing adolescents.	b. Describe differences in family structures that affect parenting.	b. Recognize stressful situations that parents of adolescents may experience.	b. Identify resources of professional and volunteer family services for various types of family problems.
c. Identify changes that occur during adolescent development in each of the four developmental categories.	c. Give examples of adolescent needs that a parent can help to meet. d. Given case studies, give examples of ways to handle communication problems between a parent and an adolescent.	c. Using case studies, develop an awareness of how children are affected by various family structures.	c. Give examples of ways to manage and reduce stress.	c. Compile a descriptive list of primary services/ needs and identify agencies or organizations to contact.

LEARNING GUIDE 4
PREVENTING TEEN PREGNANCY

1 - Predict the Consequences for Self, Partner, and Families in Case of Pregnancy.	2 - Explain the Reproductive Systems.	3 - Evaluate Methods of Birth Control and Prevention of Sexually Transmitted Diseases.	4 - Determine the Risks Associated with Sexually Transmitted Diseases and the Procedures, Diagnosis, and Treatment.
a. Identify problems that a teen could face in case of pregnancy.	a. Describe the functions of the parts of the male and female reproductive systems.	a. Identify several methods of birth control.	a. Identify common sexually transmitted diseases.
b. Identify problems affecting parent(s) of teens in case of teenage pregnancy.	b. The process of conception will be understood and explained.	b. Evaluate the effectiveness of various forms of birth control.	b. Understand the risks/ consequences associated with sexually transmitted diseases.
c. The costs associated with teenage pregnancy will be identified.	c. Make distinctions between sexual myths and facts.	c. Differentiate between effective and ineffective forms of birth control. d. Identify methods of birth control that are effective in the prevention of sexually transmitted diseases.	c. Identify methods of treatment associated with sexually transmitted diseases.

LEARNING GUIDE 5
BALANCING WORK AND FAMILY

1 - Identify Trends That Influence Work and Family Lifestyle Choices.	2 - Define Work and Family Obligations/ Responsibilities.	3 - Describe Ways Work and Family Affect Each Other.	4 - Analyze a Personal Situation to Determine Areas of Needed Improvement.	5 - Plan Management Strategies to Increase Work Satisfaction and Family Satisfaction.
a. Recognize the need for balancing work and family.	a. Determine factors that influence or contribute to work and family responsibilities.	a. Identify areas of conflict between work and family life.	a. Identify personal areas of stress related to work and family lifestyle	a. Recognize that positive and negative spillover exists between work and family life.
b. Become aware of one's attitudes and values toward work and family issues.	b. Describe work and family responsibilities individuals may assume at various times in the life cycle.	b. Identify factors associated with work that affect the family.	b. Determine personal work and family priorities.	b. Recognize that management strategies can help reduce work and family conflict/stress.
c. Examine current trends related to work life and family life.	c. Develop awareness of one's personal work and family responsibilities.	c. Identify factors associated with family that affect work.		c. Identify some management/ coping strategies.
d. Determine the effects trends may have on family lifestyles and choices.				d. Devise a personal plan or strategy for select work/ family situation(s).

LEARNING GUIDE 6
MAKING CONSUMER CHOICES

1 - Identify Reliable Sources of Consumer Information.

a. Become aware of the importance of being an informed consumer.

b. List sources of consumer information.

c. Differentiate between reliable and unreliable sources of consumer information.

2 - Compare Merchandise in Consideration of Cost, Quality, Appearance, Care Required, and Needs.

a. Recognize the importance of comparison shopping.

b. The standards (or guidelines) used for comparing goods and services will be identified by the learner.

3 - Evaluate Information Presented on Products and in the Media.

a. Become aware of the importance of reading information on product labels.

b. Given a variety of products, interpret information provided on labels and in the media.

c. Determine essential information needed about products.

d. Differentiate between good and poor examples of advertising (media and labels).

4 - Determine Use and Misuse of Credit.

a. Identify appropriate times and conditions for using credit.

b. List the advantages and disadvantages of using credit.

c. Recognize danger signs of credit use.

LEARNING GUIDE 7
MANAGING INDIVIDUAL AND FAMILY RESOURCES

1 - Determine the Resources Available to Self and Family.	2 - Determine How the Management of Resources Affects Achievement of Goals.	3 - Analyze Lifestyle Patterns To Determine How Resources May Be Used.	4 - Plan Strategies and Practices To Determine How Resources May Be Used To Yield Greater Satisfaction.
a. Using listings provided, give examples of types of resources available.	a. Become aware of the importance of goals and setting goals.	a. By giving appropriate examples, differentiate between a need and a want.	a. Given case problems, become familiar with and practice the decision-making process.
b. Given problem situations, describe ways resources may be used.	b. Given examples, develop an awareness of how one's own value system influences management decisions.	b. Contrast various lifestyle patterns with resource use.	b. Identify principles of resource use and give appropriate examples.
c. Given specific examples of resources, determine by example how those resources can be developed.	c. Given sample situations, relate one's use of resources to achievement of goals.	c. Analyze stages in the family life cycle and use of resources in each cycle.	c. Given tasks and activities, apply management strategies for the use of various resources.
d. Identify agencies that can provide resources for self and family.			

LEARNING GUIDE 8
IMPROVING INDIVIDUAL, CHILD, AND FAMILY NUTRITION, HEALTH, AND WELLNESS

1 - Define the Concept of Wellness.	2 - Plan Food Choices to Meet Nutritional Needs for Individual, Child and Family.	3 - Assess Mental/Emotional Health.	4 - Assess Own State of Physical Fitness and Identify Needed Improvement.
a. Distinguish between health and wellness.	a. Recognize benefits of making wise food choices.	a. Identify qualities of good mental or emotional health.	a. Describe benefits of exercise and fitness.
b. List lifestyle factors which influence health and wellness.	b. Determine ways to increase nutrition in fast-food selections.	b. Assess own sense of self-concept and self-esteem.	b. List the factors that determine fitness.
c. Assess one's level of health and wellness.	c. Vary menu choices for meeting nutritional needs of selected age groups.	c. List strategies to improve own self-concept and self-esteem.	c. Perform tests to assess own state of physical fitness.
			d. Develop a personal fitness program.

LEARNING GUIDE 9
MANAGING WORK AND HOME RESPONSIBILITIES

1 - Identify Problems in Managing Home and Work.	2 - Discuss Values and Goals in Terms of Adjusting Expectations, Redefining Roles, and Sharing Responsibilities.	3 - Apply Work Simplification Techniques and Time Management Strategies in the Performance of Household Tasks.	4 - Describe Techniques for Reducing Stress.
a. List common problems associated with balancing work and family.	a. Recognize the impact personal values and goals have on family and work life.	a. Determine which personal home and family responsibilities need to be done more equitably.	a. Understand the causes of job-related stress.
b. Select and analyze a home and work problem.	b. Relate values and goals to adjusting expectations, redefining roles, and sharing responsibility.	b. Select and prioritize time management and organizational skills needed in order to perform household tasks more efficiently.	b. Identify causes of family-related stress.
c. Become aware of the problem of role conflict.			c. Determine appropriate ways to control or reduce the stress of work and/or family.
			d. Be aware of and utilize techniques to reduce quilt.
			e. Recognize the importance of skillful communications to family and employment relationships.

LEARNING GUIDE 10
IMPROVING RESPONSES TO INDIVIDUAL AND FAMILY CRISES

1 - Identify Life Situations Which Cause Stress for Individuals or Families.	2 - Describe Ways Children and Adults May React to Stress.	3 - Determine Strategies for Coping with Stress.	4 - Employ a Conflict Management Strategy in a Life Situation.
a. Give various examples of sources of stress.	a. Give examples of stress-related signs and symptoms.	a. Using results of self-awareness activities in competencies one and two, assess personal stress level and vulnerability to stress.	a. Identify life situations which can cause conflict.
b. Given task listings, select stressful events for adults, children, and elders.	b. Given a checklist of stress symptoms, determine personal responses to stress.	b. Anticipate upcoming events/changes that may produce stress.	b. Identify ways to manage anger as a means of resolving conflict.
c. Given a list of events and activities, assess life changes that can affect stress levels.	c. Using a scoresheet, determine his or her vulnerability to stress.	c. Determine personal support systems.	c. Given case examples, evaluate outcomes of conflicts.
	d. Given listings, differentiate how children and adults respond to stress.	d. Develop a personal plan of action for coping with stress in a life situation.	d. Demonstrate effective communications skills as a conflict management strategy.
		e. Develop an awareness of strategies useful to assist a child in coping with stress.	

LEARNING GUIDE 11
ASSISTING AT-RISK POPULATIONS
(Part One)

1 - Analyze Reasons for Dropping Out of School.	2 - Identify Constructive Ways to Reinforce Self-Esteem.	3 - Identify Sources of Assistance for Achieving Personal Goals.
a. Identify some characteristics of dropouts.	a. Determine the relationship between social problems and low self-esteem.	a. Develop a personal list of programs, people, and sources of help for improving self-worth and belonging.
b. Understand the circumstances which may contribute to dropping out of school.	b. Relate psychological needs to enhancing self-esteem.	b. Recognize the importance of personal goals.
c. Develop an awareness of the effect dropping out of school has on the dropout and other people who care.	c. Participate in self- awareness activities for personal enhancement of self-esteem.	

LEARNING GUIDE 11
ASSISTING AT-RISK POPULATIONS
(Part Two)

1 - Explain the Circumstances Which Contribute to Homelessness.	2 - Identify Problems Resulting from Homelessness and Ways These Might Be Resolved.	3 - Describe Ways in Which Homeless Persons May Seek to Satisfy Their Human Needs.	4 - Determine Available Sources of Help for Individuals and Families Facing Homelessness.
a. Identify some of the causes of homelessness.	a. Understand how the lack of a permanent home affects the quality of life for individuals, mothers, children, and families.	a. Relate to some of the creative and resourceful means that homeless people use to meet their needs for food, clothing, and shelter.	a. Develop an awareness of how he or she can act effectively as a citizen and a caring member of society concerning the homeless.
b. Identify some of the danger signals that may lead to homelessness.	b. Become aware of the stressful and difficult living conditions that shelters can create for the homeless.	b. Identify with some of the survival strategies utilized by homeless persons in meeting their physical, social, and psychological needs.	b. Become aware of how to help the homeless build an independent and self-sufficient way of life.
	c. Recognize some of the problems which result from being forced to live on the street.		c. Identify resources and programs available to help the homeless.

LEARNING GUIDE 12
UNDERSTANDING THE IMPACT OF TECHNOLOGY ON LIFE AND WORK

1 - Explain the Evolution of Technology as a Means Through Which Needs and Wants Are Satisfied.

a. Give examples of how the development of technology has affected history (or lives of men).

b. Analyze the impact of technology on his or her current and future life.

c. Identify unsolved technology problems people may have.

d. Recognize the impact that inventions have on technology to satisfy needs and wants.

2 - Identify Current and Expected Developments in Technology for Areas of Agriculture, Business Management, Communication, Construction, Consumer Services, Education, Entertainment, Financial Management, Health Care, Household Operation, Industrial Production, Law Enforcement, Recreation, and Transportation.

a. Recognize the need for and value of technological information and developments.

b. Become aware of how technology is currently impacting areas related to work, family, and the community.

3 - Identify the Positive and Negative Effects of Technological Developments on People.

a. Develop an awareness of responsibility associated with the use of technology.

b. List positive and negative effects that technology can have on health, the environment, and family life.

4 - Determine the Skills Needed To Adapt to Technological Advancement at Home and Work.

a. Be aware of job trends and his or her skills needed to adapt to technological development.

b. Identify the employability skills needed to become marketable for the technological jobs of the future.

c. Develop a list of jobs of the future he or she may be interested in and skills needed for the jobs.

LEARNING GUIDE 13
APPLYING CONSUMER AND HOMEMAKING SKILLS TO JOBS AND CAREERS

1 - Assess Own Qualifications in Terms of Job Requirements and Personal Preferences.	2 - Describe Characteristics Which Are Necessary To Get and Hold a Job.	3 - Identifying and Relating Homemaking Skills to Specific Jobs and Careers Which Are Applicable to Paid Employment.
a. Evaluate personal work needs and values.	a. Given resources and checklists, become familiar with characteristics necessary to get a job.	a. Identify personal homemaking skills that can be applied to paid employment.
b. Relate interests, abilities, and personality to career or occupational preferences.	b. Given examples, identify characteristics necessary to hold a job.	b. Relate specific homemaking skills to a specific job or career.
c. Examine his or her paid or volunteer work experience.	c. Using various activities, determine his or her personal characteristics or traits that can lead to job success.	c. Select a job suited for his or her own personal interests and level of education.
d. Match personal work characteristics to job requirements.		

LEARNING GUIDE 14
CONSERVING LIMITED RESOURCES

1 - Identify Resources Available to Individuals and Families.	2 - Identify Use and Misuse of Resources.	3 - Determine How Use of Resources Affects the Environment and Their Availability.	4 - Apply Principles of Conservation in Consumption Practices.
a. Develop awareness of existing resources for the individual and family.	a. Determine factors which may contribute to the use or misuse of resources.	a. Recognize which resources are renewable and which are nonrenewable.	a. Recognize the need for personal commitment to environmental problems.
b. Determine how various factors affect resource availability.	b. Demonstrate how decision-making skills can be used in determining appropriate use of resources.	b. Become aware of how resource use may affect the environment.	b. Identify consumption practices and techniques needed for conservation of resources.
	c. Determine use or misuse of resources in given individual situations.	c. Cite ways to become responsible environmental consumers.	c. Select and prepare an individual action plan for applying conservation principles.

LEARNING GUIDE 15
ASSISTING THE ELDERLY AND INDIVIDUALS WITH DISABILITIES

1 - Relate Needs of Elderly to Quality of Life.

a. Recognize how meeting basic human needs may affect quality of life.

b. Distinguish between facts and myths regarding the elderly.

c. Determine needs associated with developmental tasks of elderly people.

d. List ways to assist the elderly in meeting their needs.

2 - Identify Support Services for Assisting the Elderly and/or Individuals with Disabilities.

a. Describe the limitations of the elderly and/or individuals with disabilities in providing for their own needs.

b. List types of elder abuse.

c. Determine ways to reinforce positive self-esteem for the elderly and/or individuals with disabilities.

d. Evaluate housing options for the elderly and/or individuals with disabilities.

e. Identify strategies for assisting the elderly and/or individuals with disabilities in coping with stress.

3 - Describe Elder Abuse.

a. Define the problem of elder abuse.

b. Identify sources of help to assist the elderly and/or individuals with disabilities in providing for basic needs.

c. Identify characteristics of the elderly which may put them at risk for abuse.

d. Identify circumstances which may contribute to abuse of the elderly.

e. List sources of help available to prevent abuse of the elderly and to assist the abused.

Document Two
Matrix

The following are the guide topics:

1. Strengthening Parenting Skills: Infants, Toddlers, and Preschool
2. Strengthening Parenting Skills: School-Age Children
3. Strengthening Parenting Skills: Teenagers
4. Preventing Teen Pregnancy
5. Balancing Work and Family
6. Making Consumer Choices
7. Managing Individual and Family Resources
8. Improving Individual, Child, and Family Nutrition, Health, and Wellness
9. Managing Work and Home Responsibilities
10. Improving Responses to Individual and Family Crises
11. Assisting At-Risk Populations
12. Understanding the Impact of New Technology on Life and Work
13. Applying Consumer and Homemaking Skills to Jobs and Careers
14. Conserving Limited Resources
15. Assisting the Elderly and Individuals with Disabilities

MATRIX - TOPICS USED IN PROJECT CONNECT LEARNING GUIDES

TOPICS	LEARNING GUIDE NUMBERS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
abuse—spouse/elder											X				X
adolescence			X												
AIDS				X											
at-risk											X				X
attitude (positive, change)			X										X		
balancing work and family					X				X						
blended family			X												
career/job/occupation					X				X			X	X		
choices		X													
communication		X	X						X	X					
conflict (cause/resolution)									X	X					
conservation														X	
consumer/consumer information						X	X							X	
coping strategies					X				X	X					
costs: pregnancy/parent				X											
credit						X									
crisis										X	X				
decisions/decision-making process				X			X	X	X						
developmental tasks															X
disability/handicap															X
discipline/guidance		X													
dropout											X				
dual career			X		X				X				X		
earth-friendly shopping														X	
elderly															X
employability skills												X	X		
employment/work/workers												X	X		
environment												X		X	
family			X		X				X			X	X		
fathering roles									X						

TOPICS	LEARNING GUIDE NUMBERS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
fitness								X							
food/diet/labeling	X					X		X							
food groups								X							
futuristic												X			
goals							X		X		X				X
guilt									X						
health/wellness								X							
homeless/housing											X			X	X
home-based careers													X		
home responsibilities					X				X				X		
homemaking/homemakers' roles					X				X				X		
human development (social, and so on)	X	X	X												
immunizations	X														
infant	X														
job requirements												X	X		
job satisfaction													X		
job skills													X		
job stress									X						
job values													X		
life-cycle					X		X								
lifestyle			X		X		X	X							X
management/management strategies					X		X		X						X
manners (work)													X		
needs (human/parenting/social)											X				
nontraditional family			X						X						
nutrition								X							X
nurturing	X	X													
organizational skills									X				X		
parenting	X	X	X	X					X						
parents—step/foster			X												
peers		X													

TOPICS	LEARNING GUIDE NUMBERS														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
personal appearance													X		
personality (employability)													X		
pollution														X	
poverty/at-risk											X				
pregnancy (teenage)				X											
problem solving/priorities			X		X		X		X			X			
quality of life														X	X
quality time									X	X					
recycling														X	
reproduction/reproductive systems				X											
resources			X		X		X				X			X	
resource management			X			X	X							X	
responsibility (home/child)		X		X					X						
role/dual role	X	X			X				X						
role expectation—role conflict									X						
self-concept		X						X			X				
self-esteem	X	X	X		X			X		X	X				X
self-help/assessment											X		X		
sexuality				X											
sex-role stereotyping									X						
shopping					X	X									
single parent			X						X						
skills/homemaking									X				X		
skills/transferrable												X	X		
sexually transmitted disease (STD)				X											
stress/family/child									X	X					
stress (stressors/management)			X		X				X	X					X
support systems/services	X		X			X				X	X				X
technology											X		X		
time management/wasters	X									X					
values			X						X						

Home Economics deals with families and those problems that face all families. If the study of home economics is to be meaningful for all learners, instruction and content must be relevant to learners of varying lifestyles, cultures, and values.

In order to know more about learners, it may be necessary to research the environment in which the individuals live. This research need not be formal, but does need to be done systematically. Explore the community in which learners live such as the number and types of churches, housing, bus routes, and agencies or organizations that are open to the community or neighborhood. A quick questionnaire can also be used at the beginning of a group session and designed to assess needs, interests, and resources. These can then be tabulated on-site.

Understanding factors like economic disadvantage or poverty are critical to creating learning environments that meet the unique needs of learners.

Characteristics of the Economically Disadvantaged

The economically disadvantaged have the same basic needs—physical, emotional, and psychological—as those with more economic resources. The main difference between the economically disadvantaged and those who are not economically disadvantaged is the degree to which they are able to meet those needs.

Characteristics and limitations of the economically disadvantaged and/or poor may be useful in understanding some of the problems they face. However, it is important in working with individuals to avoid assuming all are alike. They are not one homogenous group. The facilitator must learn the special problems of each individual in his/her life when working with the participants just as he/she would in any teaching situation.

Identifying characteristics for the economically disadvantaged might include: living in an economically depressed area; living in substandard housing; being dependent on social services for some/many needs; having a work history of unemployment or underemployment; and having a low income or funds too limited to meet basic needs.

Characteristics Which May Affect Learning

The following are some characteristics of the learner population which may affect learning:

- limited life experiences (e.g., may not have traveled far from home)
- limited perspective on life
- burdens with inward and outward stresses which prevents them from giving much of themselves to sessions
- short-term goal orientation (unable to do much planning ahead)
- fatalistic and apathetic attitude (little sense of their ability to control their own destiny)
- chronic poor state of wellness (malnutrition, inadequate medical care, inadequate housing and sanitation, early pregnancies, and limited prenatal care resulting in a poor start in life)
- may have feelings of insecurity and lack of self-confidence, particularly if previously experienced failure in educational settings
- alienation—feeling of not belonging; being unloved or unwanted; and/or lacking self-worth and esteem

Deprived learners may have limited abilities to read and write, may show unfamiliarity with resource materials not usually available in the home, and their view of reality outside their immediate environment may be based on TV.

What Works for the Disadvantaged? What Would Make an Impact?

Many disadvantaged people desire a better, more dignified way of life. They may not need relief money or information about programs as much as they need communication, personal development, and a chance to be part of the larger community. Efforts should be focused toward improving their adjustment to a changing society.

Based on some interviews with Human Services professionals, the following suggestions were given for teaching economically disadvantaged adults and youth:

- The facilitator needs to establish trust in order to work effectively with the disadvantaged. Trust is imperative.
- Respect for the learner is essential. You *must* preserve their dignity. The disadvantaged are proud but may be insecure, dependent, and isolated. They may have low self-esteem. They need attention, lots of praise, and positive reinforcement. We need to help the disadvantaged obtain a good sense of who they are. Work on self-esteem, basic life skills, and goal setting.
- Never *ever* laugh at a question (or roll your eyes) just because you've been asked the same question many times.
- Remember economically disadvantaged people are that way for a reason.
- The economically disadvantaged often have skills—a lot of skills—and can become excellent problem solvers. They need help in recognizing what their skills are.
- Use all kinds of learning activities. Use all kinds of techniques. Don't lecture. Avoid theories. Talk about what is important to them. It is important not to pass judgment on their values.
- For evaluation, ask learners what they have accomplished. We measure small steps ... We learn to stroke ourselves.
- Show them that you care.

The following are some descriptions of instruction that are exemplary for economically disadvantaged learners:

- Make instruction relevant to learners.
- Encourage learners to deal with big ideas—not just isolated facts.
- Address real-life issues.
- Encourage learners to help decide what instruction is relevant.
- Use active learning strategies and hands-on experience.
- Exhibit fair and just behavior.
- Encourage perseverance to meet high standards (Haberman, 1992).

STRATEGIES/IMPLICATIONS FOR FACILITATORS

The following are some possible implications for working with the learner population:

- Give help building confidence. Make use of the resources of his or her environment. Deal with family pressures and conflict, job preparation, and placement.
- Teach problem-solving skills. Give practice in seeing alternatives and finding resources for solving problems.
- Reinforce positive personal/social behavior. Praise success liberally. Give learners a chance to succeed at something.
- Develop a rapport; establish trust.
- Treat learners with respect; do not preach or talk down to them.
- Find out what learners see as problems; start with where they are.
- Show empathy, not just sympathy.
- Use unbiased materials. Choose visuals and materials that are multiracial and multiethnic.
- Change the format to meet the unique characteristics of the learner population.
- Use instructional approaches which involve acting, doing, moving, discovering (e.g., field trips, resource persons, inquiry, demonstration, multimedia), and a variety of approaches for each session.
- Show sincere interest and try to provide concrete help with immediate matters.
- Use techniques to help in adjusting to the rapid socioeconomic changes of the times.
- Use individual learner talents to enrich learning experiences.

Points to keep in mind for special populations such as the incarcerated:

- They are not good at self-evaluation. They are more likely to tell you what they are not good at (self-esteem).
- Their values are not middle class. It is, however, important to deal with issues that relate to their values and the consequences of their values.

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Consumer and Homemaking Education For Adults – Notes

WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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